

Proceeding International Seminar on Education

Innovation Issues and Challenges in Education for Education Sustainability

Universitas Sarjanawiyata Tamansiswa

25th August 2018

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<http://jurnal.ustjogja.ac.id>

Teachers' Implementation of the 2013 Curriculum in English Classes

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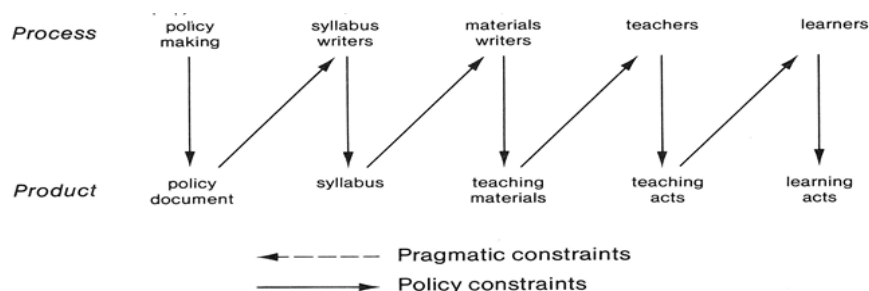
Abstract

This study aimed to: 1) describe how teachers structure their classroom interaction based on the scientific approach in teaching English in secondary school, and 2) reveal factors which contribute to the implementation of the new methodology. Data for this study were teacher students interaction in English class. These data were collected by means of observation and interview. During the observation, the researcher's audio recorded the classroom interaction to catch all speech acts made by the teacher and students in the class. The findings show that the teachers structured their classroom interaction consistently following guidelines of scientific approach. Some variabilities are also documented most of which stem from teacher factors. Although teacher-participants are certified and thus hold the four year college degree, or Sarjana Program.

Keywords: *classroom interaction, the 2013 Curriculum, scientific approach,*

A. Background

English is one of the mandatory subjects offered in secondary schools in Indonesia. The policy was formulated long before the Indonesian independence (Noss, et.al. 1984:11 in Ghozali, 2011). The policy still prevails up to the present due to the importance of English for the future generation of Indonesia. Evidence of efforts in implementing the policy could be observed from the already available pieces of documents such as curriculums, syllabuses, textbooks and related materials (Johnson, 1990) (refer Figure 1 below). Out of these, the curriculum constitutes the main policy document that prescribes necessary plans and facilities to achieve the goal of the policy. Such plan is subject to evaluation due to the shifting needs of English. Such evaluation is also useful to reveal relative efficacy of the program as well as its limitation or weaknesses based on which program improvements are designed. Further, plan change might be formulated as the follow up of the evaluation.



(Johnson, 1990: 13)

Figure 1. Processes and Products in Curriculum Development.

Based on evaluation of the efficacy of teaching English, many parties are far from being happy with the efficacy of the policy implementation because of the mass evidence that most high school leavers could not perform simple communication in English (Tomlinson, 2010; Lie, 2007). However, similar problems of improving the efficacy of the teaching of English as a foreign language is also shared by many developing countries. Considering the importance of English, most developing countries are still consistent to put more efforts in improving the teaching of English (Beretta, 1996; Tomlinson, 1990).

The present paper reports the efficacy of efforts of implementation of the 2013 Curriculum in developing students' learning experiences in English junior high schools in Bantul regency. As one of the functions of curriculum is to provide direction of how learning experiences could be structured and developed (Richards, 2001), description of what happens in classroom reflects how efforts of improvements get implemented in classroom. The specific objectives of this study are to reveal how classroom activities are developed based on the teaching methodology outlined in the 2013 Curriculum, and reveal factors contributing to the development of such patterns. Findings of this study serve as indicators for relative success of such efforts of redefining classroom activities through curriculum revision. Further, such description is very useful for both teachers and policy makers to reflect the efficacy of the effort to improve the teaching of English through curriculum revision. Last but not least is that this study also informs textbook writers of how to develop appropriate textbooks to facilitate the implementation of the 2013 Curriculum.

B. Teaching English based on the 2013 Curriculum

Practices of teaching any subject in formal institutions are usually based on well-thought plans called curriculum. A classic paradigm of plan of structuring educational activities has been offered by Ralf Tyler in his curriculum model which consists of five important main ideas of consideration. Out of these, three focus on managing students' learning experiences (Madeus and Stufflebeam, 1989). The three ideas are (1) what educational purposes should the school seek to attain? (2) what educational experiences can be provided that are likely to attain these purposes?, and (3) how can these educational experiences be effectively organized in classroom?. In brief, these three considerations address the educational goals and how these goals are better achieved and evaluated. These foci have become powerful motivations for revising existing curriculums into more

suitable ones depending on the specific educational objectives to be attained. Two nation-wide case studies on efforts of improving classroom interaction in English classes were conducted by Tomlinson in Indonesia (1990) and Beretta in Bangalore, India (1996). These two studies exemplified efforts of improving the teaching of English as a foreign language from form-based, or grammar based, into meaning- or communication-based.

Responding to the criticism of relative ineffective implementation of teaching English in Indonesia, the Indonesian government keep seeking better programs to improve the attainment of the objectives. One of the program is curriculum revision. The latest revision of the previously used curriculum in secondary schools in Indonesia into the current 2013 Curriculum was partly motivated by efforts in redesigning students' learning activities to be a more effective and student centered ones. This curriculum revision is believed to be a means to better achieve the targeted goals. In context of teaching English as a foreign language, Richards also put emphasis that revising curriculum constitutes essential resources in helping institutions achieving their goals (Richards, 2001:198) because curriculum constitutes plans for defining goals and means of attaining and evaluating the accomplishment of the goals.

In the case of English curriculum for secondary schools in Indonesia, Lie documented at least six times of English curriculum change most of which involved changes of different approaches to the language teaching (2007:4). The summary of the curriculum change is presented in the following table.

Table 1. Changes of English Curriculum and Approaches in Indonesia

Year	Name of Curriculum	Approach
1945	Unkown	Grammar Translation
1968	Oral Approach	Audio Lingual
1975	Oral Approach	Audio Lingual
1984	Communicative Approach	Communicative
1994	Meaning-Based Curriculum	Communicative
2004	Competency-Based Curriculum	Communicative

(Lie, 2007:4)

The above table shows that curriculum changes in context of teaching English in secondary school affected approaches used in language teaching. This is in line with Tyler's conception that curriculum also addresses how students' learning experiences are designed. In her report, Lie used the term **approach** which was adopted from Richards and Rogers (2002); Richards and Schmidt (2010) term to refer to description of theories about the nature of language and language learning and teaching that serve as the source of practices and principles in language teaching. Further, they also provided clear definitions of those terms that set clear boundary among three conceptions of approach, design and procedure. Therefore, it is understandable that the change of curriculum involves adoption

of different choice of language teaching methods, procedures and techniques used to support the implementation.

The table also shows the evidence that along with the sequence of English curriculum revisions in Indonesia there follows paradigm shift in the practices of teaching English from form-based to meaning-based. This trend prevails up to present which could be observed from the adoption of the communicative approach in the 2013 Curriculum (Kemendikbud, 2014). To facilitate the implementation of the the 2013 Curriculum, the Ministry of Education and Culture issued a thorough guideline for such implementation called Concept Impelementation of the 2013 Curriculum–(Kemendikud, 2014b) and Document of Standarts of Learning Process (Kemdikbud, 2014 c) clearly mentioned, among other, that students are facillitated to learn, learning process applied the scientific approach and students learn from varied learning sources.

One sub-section of the document outlines a new or alternative model of structuring classroom activity which is claimed to be more effective in developing studets' communicative competence in English by means of which they could perform communication in English. The policy was then strengthened with the issuing of the Ministry Regulation, no 81 A 2014 c which defines the standard of learning process through some models of sequences of the teaching-learning activities under the term scientific approach. In its development, many efforts of translating this guideline into a more detailed teacher sudents activities in classroom have also been offered. For Example, Priyana (2014), and Sarwanti (2016) offered elaboration of the policy into a more detailed guidelines of teaching English in secondary school. The stages are labelled with observing, questioning, associating, exerimenting, and creating networking or communicating or implementing. Some other labels are also used to deisseminate te model. The detailed stages of classroom activities involving students activities for each stage can be presented in the following table.

Table 2. Teaching stage and students activities based on Scientific Approach

Teaching Stage	Sudents' activities
Observing	– read, listen, watch with or without learning tool or media with or without a tool to identify problems
Questioning	– ask questions on information on anything they need to know or clarify starting from easy and factual question to move to hipothetic questions.
experimenting /Hypothesizing	– explore, try, conduct experiments, discuss, demonstrate, imitatee certain movements, and read various other resources (in addition to textbooks), and collect data from resource persons through interviews or questionnaires.

Associating (Analyzing)	<ul style="list-style-type: none">- analyze data/information to answer their questions and draw conclusions.- (with or without teacher's support) students sort out, classify and identify patterns to answer their questions, analyze
Communicating/ Creating	<ul style="list-style-type: none">- express what they have observed, or learnt and drew conclusion based on what they have learned, be it orally or in written form or by means of other medium, be it tangible or intangible.

To facilitate the implementation, the Ministry has conducted dissemination of the concept of the 2013 Curriculum along with necessary teaching methodology and facilities, such as textbooks for students and teachers who are supposed to use them in classroom.

Method

Research Type

The present study was designed to gain in depth description of how the teaching methodology introduced in the 2013 Curriculum called scientific approach gets implemented in English classes in junior high school. Based on such objective formulation, the study could be categorized into case study (Stake, 2005; Yin, 2010).

Setting

The study was conducted in four junior high schools in Bantul regency. The four schools were selected based on the availability of the English teachers teaching in these schools. The four schools consisted of one private and three public schools. However, these schools share more or less similar conditions of academic atmosphere. The teachers-participants were also selected from those who had attended the dissemination of the 2013 Curriculum. It happened that they belong to certified teacher. In brief, the schools belong to good schools in Bantul regency.

Data collection and analysis

Data to reveal teachers' implementation of the teaching methodology formulated in the 2013 Curriculum were collected by means of observation and interview (Stake, 2005). Observation was conducted to watch and understand classroom atmosphere and to understand how the classroom interaction unfolds. To back up the observation, the researchers audio-recorded the interaction to enable them catch all speech acts produced during the teaching process and facilitate the analysis more accurately through the transcript of teacher-students interaction. Interview was conducted as a complementary data source to serve data triangulation which was so useful in such qualitative research.

Data were analyzed based on stages and classroom activities developed by the teacher participants compared to the stages of the scientific approach as formulated by Priyana (2014) which was the elaboration of the guidelines issued by the Ministry no 80 A 2014 c. This was used as a yardstick to describe how the guidelines get implemented in classroom. To measure this, each component or stage of teaching is scored in the range of 1- 10 based on what evolved in classroom.

Findings and Discussion

The presentation of findings follows the same sequence of the objectives. It begins with identifying the extent to which teachers' stages of classroom activities follow the guideline. Then factors making such sequence of activities are identified. Based on this finding, more interesting issues are discussed under the discussion section.

1. Findings

To reveal teachers' implementation of principles of scientific approach accommodating stages of teaching formulated under scientific approach in their classrooms, teachers' teaching presentation in their classroom were analyzed based on the methodology stated in the Ministry's regulation no 80 A 2014. As has been described in data analysis section that to do this each stage of teachers' presentation is scored in term 1-10 scale. The analysis shows that most teachers have adopted the principles in their classroom presentation. A more detailed description of this could be presented in the visual form as follow.

Tabel 3. Teachers' adoption of the 2013 Curriculum in their classes

Tabel 3. Teachers' adoption of the 2013

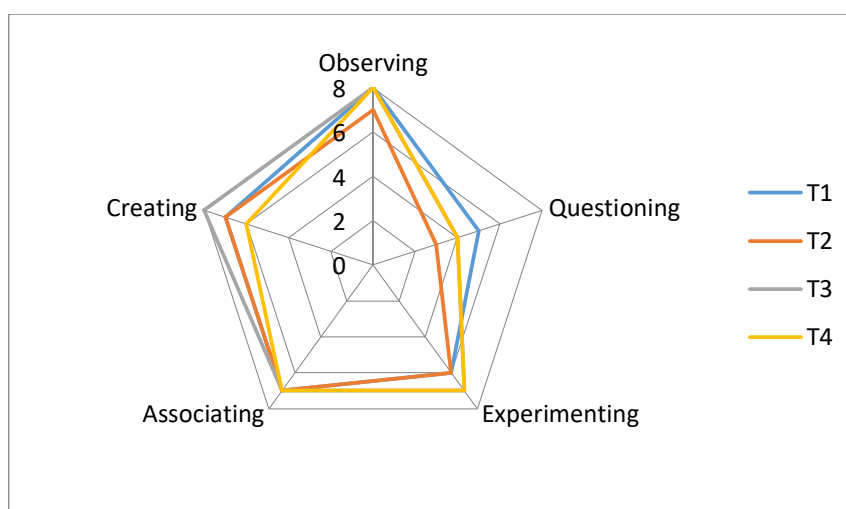


Chart 1. Teachers' classroom activities based on Scientific Approach

a. Observing.

The chart shows that all teachers do adopt language teaching method introduced in the 2013 Curriculum. This could be easily observed from the application of the five stages of teaching consisting of observing, questioning, analyzing, experimenting and creating. Although none of the teachers reaches the maximal scores of 10, however all of them score high 8 in at least two stages; observing and analyzing. This score means that, for stage 1; observing, all teachers develop this stage of observing very well. This could be observed from the following transcript of T1 during the observing stage.

Excerpt 1.

- T : Okay. I have some pictures for you and then you have to answer the questions based on the pictures. Okay?
- Ps : yes..okay.
- T : ..okay nanti kita bahas. So, this is a picture. (T shows a picture)
- Do you know who the person is?
- Ps : Mark Zuckerberg
- T : Mark?
- Ps : Sopo kae..hehe..berg..
- T : Mark Zukerberg.. gitu ya?
- Ps : Ya!!
- T : Mark Zukerberg, who is he?
- P : (Students disscussed the topic) Yang membuat facebook.
- T : Yang?
- P : Membuat facebook.
- T : Okay, Mark Zukerberg is the founderof FB and now he is the founder ...no..sebagai pemilik instagram juga ya?
- Okay...next..(T shows another picture)
- T : ada yang tau? Siapa dia? Who is she?
- S : (discussion)

The exepts displays teacher's activity to develop the first stage by showing pictures and develops short and light conversation on the topic. This stage of teaching is developed to provide students of what topic to be learnt that day. The excerpt shows that this stage of observing is well developed to help students understand the next stage. This way this kind of developing the observing stage gets 8 out of 10.

b .Questioning

Out of the five stages, questioning, in general gets the lowest score within the range of 3 to 5. This means that teacher participants get problems in this stage. The average score of 4 means that the teachers actually implemented this stage, however the accomplishment is still less than sufficient. An evidence of teacher interaction in this stage is presented as follows.

Excerpt 2.

- T Sure, must you.. My next question.... do you think the author of the story?
- S Haa ? What?
- T Who are the authors?
- S Author?

- T Who are the authors of the story?
S Yang sama, dengan itu...
S1 He is a big guy
S2 Oscar wild
T Then tell me that the author was saying as the author of the happy prince after we,...last semester we watch the movie, RIGHT?
S Right ..NO
T Do you think how?
S Yes
S No
T My last question, did you remember , the author of happy prince?

The above excerpt shows that the teacher keeps asking questions and students always try to respond the questions. The interaction looks running well as an instructional process. However this happens at the stage of questioning. The excerpt shows that it is the teacher who keeps asking questions, while the students respond to the questions, which should be the otherwise.

This quality of interaction is typical among teachers. Although they understand that it is the students who should ask the questions, the stage is usually conducted with teacher questioning instead. For all teachers, it is difficult to make students ask questions based on what they observe in the previous stage. In order to make the class active, the teacher tries to make the students active by involving them in interaction. They also said that it was better if the students are active in responding to the teacher's questions, rather than being silent. Because of this, such the researchers scored this stage at the range of 3-5.

c. Factors contributing curriculum implementation

Based on data gained and result of analysis (refer chart 1), it shows that teachers' accomplishment of the scientific approach in classroom vary. Johnson (1996) describes stages of curriculum development until classroom activities which involves decision makers, syllabus developers, material developers, teachers and students. All these agents are potential in the implementation of the curriculum in classroom level. More specifically, Dunkin and Biddle (in Chaudron, 1990) discuss varieties of teacher performance in classroom which results from many factors such as teacher factors, students factors, facilities, class size, textbook. Such paradigm is very useful in understanding variability and similarities of teachers' performance in this study. Out of these potential factors, teacher factors dominates the quality of teacher-students interaction in this study. Although other factors contribute the quality of teacher-students interaction the variability is not so significant.

Teacher is the most important factor in determining the quality of classroom interaction because the teacher is the agent who is responsible for the teaching-learning activities in classroom. Based on Dunkin and Biddle (in Chaudron, 1990), teacher's performance in classroom is affected by his/her skills, training experiences and also formative experiences. From this perspective, it could be understood that the variability in teachers' performance in developing classroom activities in their classrooms.

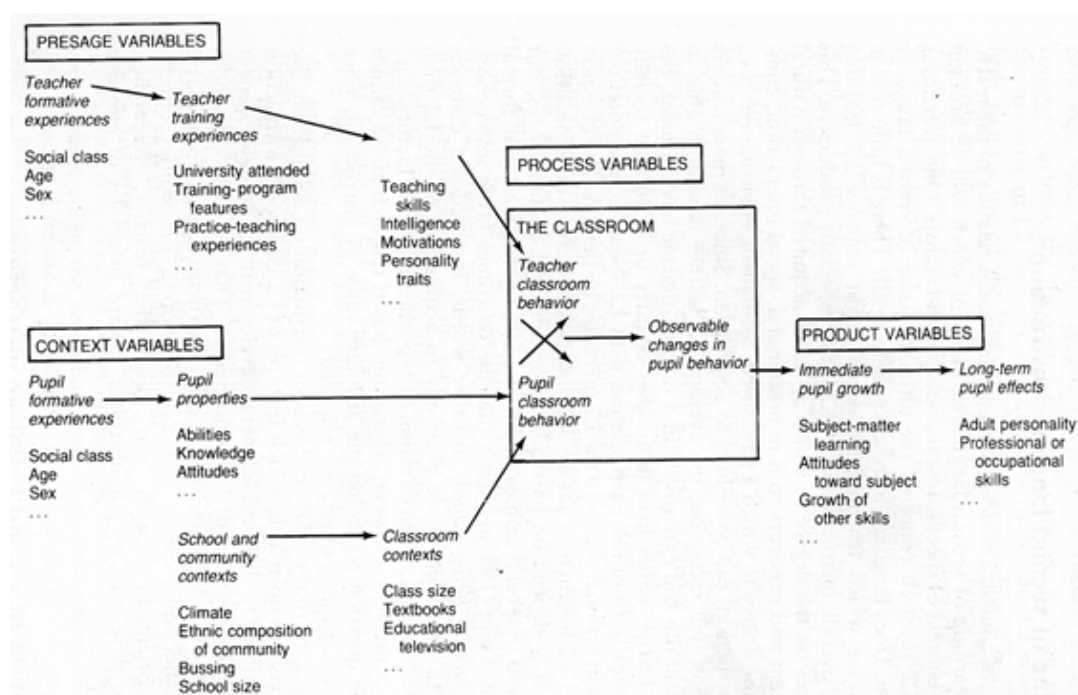


Figure 2. Factors affecting the quality of classroom activities.

Based on comparison of the excerpts, it could be observed that the quality of language input is different. This could be traced from different training experience of the teacher; Teacher 1 in excerpt 1 is graduated of master degree program in English education, while teacher 3 in excerpt 2 is graduated from a 4-year teacher training college or Program Sarjana Pendidikan. Analysis of the whole transcripts and comparing all transcript, more variability could be revealed.

Discussion

Findings resulting from data analysis presented in the previous section show that there are some similarities and variability of teacher-students interactions in English classes. The main differences have been presented in the previous section. In addition, there are some similarity in the presentation. Two of them are stages of presentation and language inputs used.

Stages of presentation of classroom activities

Analysis in findings show that all four teacher participants use the same stage of developing classroom presentation in that they use the scientific approach consisting of five stages. This is very understandable in that they have attended the same dissemination of the 2013 Curriculum so that they share some competent of developing classroom activities. This could be observed from the occurrence of the five stages in the activities although the quality of the presentation of the stage vary.

Language input

Language input used in teacher students interaction vary from teacher participant to the other depending on teachers' factors (as described in finding). During the classroom interaction, teachers tend to use the same key words in structuring classroom activities. This could be related to the effect of the dissemination programs they attended. In addition, the teachers also use the same textbooks as suggested in the 2013 Curriculum that is 'When English Ring a Bell'. Because of this the kinds of language input used by the teachers, for example, in greeting, involving students in classroom activities, closing. Since these language expressions called classroom languages are exposed to the students, these language inputs are the most easily practiced by teachers. From this, it is understandable that most teacher participants performed well in greeting and closing of the class.

Conclusions

Based on findings and discussion, several conclusions can be formulated as follows.

1. Teachers have put their efforts in changing their teaching in term of structuring classroom activities based on the English 2013 Curriculum. This statement can inferred from the fact that all teacher-participants have applied the scientific approach. How ever due to their different environment, there are variabilities in their implementation.
2. Teacher is the most determinant factor in the quality of implementation of the scientific approach. Although there are many factors that are potensially affect the quality of classroom interaction, it is the teacher who is supposed to be responsible for what happens in classroom.

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